



## Scholastic Journalism 1

### Curriculum Committee Members

Kevin Murray, Central High School

Jami Vault, English Language Arts Coach

Patricia Ulrich, English Language Arts Coordinator

Reviewed by High School Speech Teachers on January 15<sup>th</sup>, 2016

Reviewed by Curriculum Advisory Committee on January 21<sup>st</sup>, 2016

# TABLE OF CONTENTS

## Scholastic Journalism 1

Hazelwood School District Mission Statement.....	3
Hazelwood School District Vision Statement .....	3
Hazelwood School District Goals.....	3
Curriculum Overview .....	4
Course Overview.....	5
Daily Instructional Components.....	6
Scholastic Journalism 1– Unit 1.....	8
Scholastic Journalism 1– Unit 2.....	49
Scholastic Journalism 1– Unit 3.....	76
Scholastic Journalism 1– Unit 4.....	110
Appendices.....	119

# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

## Curriculum Overview

The Journalism Curriculum was last written in April of 2006. The curriculum is based upon the philosophy that students learn communication skills through actively engaging in the integrated processes of reading, writing, speaking, listening and presenting their ideas to others

The HSD Journalism courses are designed to assist students in understanding communication structures and facilitates students developing a comfort level which enables them to think critically and express their ideas in a written format to others in scholastic, personal and professional settings. Journalism coursework will also assist learners in understanding print communication expectations and standards through studying court cases and the First Amendment. Students in Journalism 1, 2 or 3 will experience opportunities to express their ideas in different print mediums.

Scholastic Journalism 1 will introduce students to journalism principles and practices applied to one publication or type of publication, research, critical thinking and publication practices, and application of these practices to a broad survey of media communications mediums (i.e. websites, blogs, social posts, newspapers, presentation formats, news/media clips, etc.). Scholastic Journalism places and emphasis on the ethical and legal responsibilities of communicating in a digital world and will help students learn to create meaningful dialogue that considers community member viewpoints and analyze the validity of information sources and potential counter claims/ arguments. Students will learn about and practice applying a code of ethics based on professional standards.

As the HSD educational community strives to educate our students to become active participants, and leaders, in the 21<sup>st</sup> century global community the speech coursework engage students in cognitive, social development and critical thinking tasks enabling them to communicate, interpret and problem-solve with others.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for 21<sup>st</sup> century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum department will provide Initial training to familiarize teachers with the curriculum expectations as well as ongoing training during PLC meetings to assist with upcoming skills.

COURSE TITLE: SCHOLASTIC JOURNALISM 1

GRADE LEVELS: 10-12

**Course Description:**

The Scholastic Journalism 1 course is designed to promote the development of essential written communication and publication skills for High School students. Students will develop their ability to express and defend their ideas in various written format for public consumption. Secondary students will develop their ability to clearly articulate their ideas to a variety of audiences. Students will develop foundational life-long reading, writing, speaking, listening, and thinking strategies to help them make meaning of the world around them.

**Course Rationale:**

The Scholastic Journalism 1 curriculum is considered important for the academic, social, and cognitive development of students who are expected to become critical media consumers in our global society. As part of the English Language Arts curriculum, Journalism students will acquire the necessary skills to think analytically about information presented to them in a variety of media formats, both in print and electronic media.

**Course Scope and Sequence**

<p><b><u>Unit 1: Scholastic Journalism 1</u></b></p> <p>20 sessions 90 Minutes Daily</p>	<p><b><u>Unit 2: The Basics</u></b></p> <p>20 sessions 90 Minutes Daily</p>
<p><b><u>Unit 3: Writing</u></b></p> <p>20 sessions 90 Minutes Daily</p>	<p><b><u>Unit 4: Creating and Publishing a School Newspaper</u></b></p> <p>20 sessions 90 Minutes Daily</p>

## Unit Objectives

### Unit 1

1. Students will understand the First Amendment and how it impacts the press.
2. Students will become familiar with historical events and legal decisions and accurately explain how they led to modern freedom of speech law and practice.
3. Students will review high school court cases that are relevant to their journalistic rights.
4. Students will understand the components of the code of ethics and analyze the differences between journalistic ethics philosophy and journalistic ethics practice.

### Unit 2

1. Students will understand the legal defenses for defamation.
2. Students will know the definitions of objectivity, bias, credibility and attribution, explain their importance in journalism.
3. Student will identify and analyze examples within professional journalism for the new terms.
4. Students will write an objective article.
5. Students will know the elements of newsworthiness – what makes something news – and be able to accurately identify and analyze these elements within professional journalism.
6. Students will gain familiarity with the inverted pyramid by reading news stories and highlighting/color-coding information as it would fit into an inverted pyramid.
7. Students will understand how to write leads.
8. Students will understand the difference between newspaper paragraph development and traditional ELA paragraph development

### Unit 3

1. Students will become familiar with the basics of planning, conducting and using interviews for news and feature stories.
2. Students will become familiar with various forms of feature writing – narrative non-fiction, human interest stories, personality profiles, informational articles, sports/entertainment stories.
3. Students will understand the steps to researching for an article and finding credible sources.
4. Students will understand how social media has changed, and continues to change, journalism.
5. Students will analyze and evaluate the impact that journalism has on society.
6. Students will become familiar with subjective components of journalism – editorials, columns, letters-to-the-editor, and reviews – and understand their importance.

### Unit 4

1. Students will collaboratively create a cohesive and clearly written 6-page newspaper with visual appeal and student appropriate topics of interest.

## Essential Terminology/Vocabulary

### Unit 1

Obscenity, defamation, invasion of privacy, blog, credibility, digital news, ethics, print media historical event, legal decision, accuracy, freedom of speech, censorship, prior review, Code of ethics, evaluate,

### Unit 2

Defamation, credibility, libel, slander, attribution, bias, newsworthiness, inverted pyramid, paragraph breaks,

### Unit 3

Interview, quality source, quotes, feature-story, human interest, personality profile, informational articles, sports stories, entertainment stories, credible source, social media, traditional news outlets, coverage, media consumption, target audience, point of view, media review cartoon, author's purpose, commentary, debate

### Unit 4

Publication, newspaper. layout

## Approved Course Materials and Resources:

### Resources:

- Newspapers/articles
- Tinker v Des Moines court case
- Hazelwood v. Kulmeier court case
- Exemplar Articles
- Interviews – video and print
- Access to online and print news media sources